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EDITORIALS

America's Responsibility

America has never dodged responsibility for promoting the better interests of humanity anywhere, and she never will shirk such responsibility.

The United States enjoys a peculiar freedom in her responsibility in that she has no colonial interests to protect, no governmental limitations as has every European government that has colonies whose industrial and commercial significance often puts a soft pedal on vital welfare service.

This national freedom coupled with vast wealth, unhampered by serious financial indebtedness to any country in the world, releases us from any occasion to muffle our message or put a retarder on our mission.

The new Armenia that can rise on wings of faith and hope affords the United States an opportunity to demonstrate to all peoples that her hesitancy to accept the conditions involved in political alignments in no sense indicates a liability to isolate her people when there is a call for help for any people in distress as Armenia is after the tragedy of tragedies that stranded her upon the sands of despair because of her location and because of the tradition of her historic enemies who were in position to take advantage of her helplessness while the peoples who would have aided her gladly were fighting for their very life.

Honoring Maxson

Plainfield, New Jersey, has named its latest school building for its superintendent, Dr. Henry M. Maxson, the dean of city superintendents in the state, a skilful administrator and a professional leader among the school men of the country. He was one of the most valuable superintendents in Massachusetts, and when thirty-four years ago we saw the announcement in the morning paper that he was liable to leave Attleboro and go to Plainfield we took the train for Attleboro to see if anything could be done to keep him in this state. Rarely have we felt a professional loss to the state as keenly as that.

There has been genuine pride to know of his noble professional service in Plainfield. Probably no one has the same thrill of satisfaction that we had as we read the following letter from the president of the Plainfield Board of Education in the Plainfield Courier News:—

"In selecting a name for the new school on East Seventh street the Board of Education, in recognition of your life work in education, a full third of a century of which has been devoted to the Plainfield schools, and has resulted in placing them in a position second to none, and as a tribute to the high standards which you have ever held up to the youth of succeeding generations, and as a mark of the high esteem and affection in which you are held

by all citizens of the community, and especially by the board, has unanimously decided to designate this newest building, on its opening day, as the 'Maxson School.'

"With highest personal regards of each member of the Board."

Dr. William F. Jarvis

Dr. William F. Jarvis, who died on Christmas Day from an operation for acute appendicitis at the Boston City Hospital, was closely associated with the Journal of Education in various ways for thirty years until last June, when he ceased to be a stockholder, and consequently resigned from the Board of Directors. He was an associate of rare personality with whom association was always a pleasure. He ceased active connection with this company about fifteen years ago and became treasurer of the Fraternal Protective Association with offices near those of the Journal of Education, and our City Club associations promoted the delightful friendly comradeship. His connection with the New England Publishing Company was much earlier than that of any one else now living except that of the editor. His passing is keenly felt by all of his long-time associates.

The Joy of Giving

One of the really appealing incidents of the Christmas season: It has been the practice in the Montgomery, Alabama, public schools to take a collection, purely voluntary and amounts small, for gifts to less fortunate children.

In the county is the Masonic Home School, which had never been asked to contribute, as the children have no spending money except as they earn it in special ways and they have use for all they earn in such ways. This year these children were given an opportunity to contribute. It was all from their own limited earned spending money, and every child made a contribution. This was a real sacrifice for the pleasure of some child less fortunate. These children gave with real joy.

Department of Superintendence, Washington, D.C., February 21-25.

Boston University's President

There is no more important university presidency than that of Boston University, which has been filled by the election of Dr. Daniel Lash Marsh of Pittsburgh.

Boston University has vital religious traditions, and these which have always been conserved by Presidents Warren, Huntington and Murlin are sure to be revived under the new leadership.

Under President Murlin and the Dean of Education and Commerce especially, the University has become in a large sense Boston's University. No university in any city has become quite so much of a city university when there was nothing in its traditions to favor such a municipal relation.

Dr. Marsh's achievements in Pittsburgh justify the highest anticipation that he will keep the pace of President Murlin, and that Boston University will have a dominant educational influence in the promotion of the new New England which is being created by various forces now functioning.

Those of us who have been in close touch with Pittsburgh in its remarkable devotion to education have realized that Dr. Marsh has been an outstanding figure in having religion keep pace with education by drawing fabulous congregations without traditionalizing religion and without sensationalizing the pulpit.

William Allen White's Coolidge

"Calvin Coolidge: The Man Who is President" (Macmillan Company), by William Allen White, is the most fascinating presentation of President Coolidge as boy, youth, man, and President that we have seen.

William Allen White has rare literary personality. He has the long wave-lengths of broadcasting and the almost infinitesimal wave lengths that the human eye catches. He sees Calvin Coolidge in the long range of father and grandfather, of Vermont and all New England, of the religion of traditional Congregationalism, of conventionalized thrift and sturdy honesty, and at the same time he sees in Calvin Coolidge the skilful, artistic vote getter.

William Allen White was one of the most ardent disciples of Theodore Roosevelt, even following him into the campaign of 1912; yes, into the Pinchot-Roosevelt crusade in Pennsylvania in 1914, which disillusionized him somewhat. Then he stabilized Kansas politically by being candidate for Governor, not because of ambition to be elected, but for the opportunity it gave him to say things that needed to be said in order to put Kansas on the main line again.

William Allen White's literary personality has enough of the conventionalized "Safety First" to bring his opinions back to normal when his individualism threatens to jeopardize his judgment. All this is exceptionally demonstrated in his study of "Calvin Coolidge: The Man Who is President." It pictures the man who slowly emerged from the limitations of small units of measure without going off on tangents of unlimited guess work.

He avoids the mistakes of those who wrote campaign books which could say nothing that was human about the man who had to be superman to meet the idiotic claims of out-of-date politicians, and he has the priceless advantage of having seen the man of many official triumphs dealing with these same politicians at short range, who had to be taught that too much partisanship is poor statesmanship.

A Superintendent's Home

In Arizona, in mining districts, it is quite common for the school district to provide a

home for the superintendent or high school principal. For instance, S. A. Tupper, superintendent and high school principal, Miami, the twin to Globe, has a lovely home, more attractive than any that a school man could get if he wanted to pay for it, provided by the school district. The school trustees know that it pays to do this, for a man is slow to listen to any tempting offer elsewhere when his family is settled in a beautiful home. Incidentally it is interesting that these mining school districts, Globe and Miami, are the fifth and sixth school districts in enrollment in Arizona.

One Year of Junior High School

Edward G. Montague, Harding Junior High School, Philadelphia, closed the first year, June, 1925, with a questionnaire sent to all parents. We simply report some of the high spots. In general it may be said that the appreciation of the work of the year was practically wholly favorable. There was no important adverse sentiment.

"Does the Junior High School give your child better opportunities than the previous year in the elementary grade?"

Here are some of the reasons given for the parents' appreciation of the year in the Junior High School:—

Club activities; more interested; teachers are specialists; plan for future courses; student government; gymnasium; departmentalization breaks the monotony; greater variety in studies; better surroundings; learn self-reliance; better fitted for a business life; better chance to develop a child's talent; more freedom; more enjoyment; focuses attention on choice of vocation; keeps children one year more in school; widens acquaintance; more practical results; auditorium assemblies; much better teaching; pride in school yard; greater personal responsibility; better relation of teachers and pupils; advisory period.

INFLUENCE UPON THE COMMUNITY

Improves the character of the community; promotes beautifying of the homes; greatly increases the interest of parents in the school; parents proud to have children in the Junior High School; has a refining influence upon the homes and neighborhood; increases the value of property; has much influence in improving the interest in elementary schools; increases the friendships of parents; promotes safety by the Safety School Patrol; all children are neater in personal appearance; children anxious to attend school; children study more at home from choice; better school spirit; makes the neighborhod more attractive, more popular as a place of residence; every one is interested in the school and speaks well of it.

The fact that the principal sent out the questionnaire created renewed interest. Only twenty-seven parents asked for more attention to the "three R's," while many spoke of improvement in the common branches.

Denver Monographs

Under Superintendent Jesse H. Newlon Denver has done several things of high national importance, chief of which has been its revised course of study. This has been made thoroughly workable by the Denver Public School Course of Study Publications. There are ten monographs in the course of study between the kindergarten and the senior high school. There are two Research Monographs and four Course of Study Monographs.

While these monographs are especially adapted to the Denver schools they are even more valuable for cities in which the teachers have not had the same professional preparation that the teachers of Denver have had.

This Denver Course of Study movement is one of the most far-reaching phases of educational progress that has been developed in recent years.

Munsey's Best Two Thousand

Frank A. Munsey, publisher, left an estate of about $40,000,000, all but $1,000,000 of which went to the Metropolitan Museum, New York City, but there is general interest in the way he scattered the income of the other million dollars. We can recall no will that has had the same interest to Boston's school people as the item in that $40,000,000 will which gives Dr. D. O. Lowell, master of the Roxbury Latin School from 1884 to 1909, headmaster from 1909, now living at 54 Pinckney street, Boston, two thousand dollars a year.

Dr. Lowell has been one of Boston's greatly admired schoolmen for forty years. He came to the Roxbury Latin School in 1884 from an Academy in Maine. He is eminently scholarly, but has been of an adventurous turn and has often championed some non-traditional educational functioning, such as Esperanto.

Mr. Munsey was a pupil in the Lisbon Falls, Maine, High School, when Lowell taught there, and their friendship continued until Mr. Munsey's death, and the slight recognition, relatively, is expressive of a lifelong friendship.

Twentieth Century Club Lectures

The Twentieth Century Club, Boston, has its second season of lectures at Huntington Hall, 491 Boylston Street, 10.30 o'clock: January 9, Charles A. Prosser, "Industrial Education"; January 16, Alfred W. Martin, School for Ethical Culture, New York, on "Character Building"; January 23, Carleton W. Washburne, Winnetka, "Fitting Schools to Children"; January 30, Grace C. Jones, Detroit, "Secondary Education"; February 6, Johnson O'Connor, General Electric Company, Lynn, "Natural Abilities and Inabilities as Affected by Education"; February 13, Mabel Carney, Teachers College, New York, "Rural Education." No tickets sold at the door, but may be obtained at Twentieth Century Club, 3 Joy Street, Boston; course ticket $2.00; single admission, 50 cents.

The Rotary Plan

By A. E. WINSHIP

It is of high significance that the Milwaukee Cass Street School styles its new departure "The Rotary Plan." In June, 1924, the school board of Milwaukee by a vote of six to five granted the principal of Cass Street School the privilege of organizing on the rotary or platoon basis for one year as an experiment. In June, 1925, after listening to a report on the success, the board voted unanimously to make the rotary organization in the Cass Street School permanent.

We quote the summary of the report of Thomas W. Boyce, principal of the Cass Street School. It was styled "Result of a Year's Experiment":—

"The Cass Street Rotary School was started as an experiment. We have organized and experimented and have now come to report to you that the children like it, that the teachers like it, that the principal likes it. We believe that the supervisors and assistant superintendents like it. We hope that our chief likes it. We feel that the experiment ought to stop and that the development of the school ought to continue indefinitely. We beg that you grant permission for the continuance of this development and that you instruct your building department to draw plans and erect our addition and remodel the old building and equip the old and the new to the end that adequate facilities may be provided for the real and proper development of this type of school at Cass Street.

"The Cass Street School has functioned better this year than at any other period in the twenty-six years of the speaker's principalship of this school. By this I mean that our new organization has enabled us to give better service to the children with the result that the children have lived a better and more profitable school life. The abilities of our children have not changed, our teachers are the same, but the unequivocal, indisputable facts are that the Cass Street School children figure as well as formerly and read better, write better, spell better, talk better, sing better, draw better, paint better, play and exercise better, and live better school lives than they have averaged in the past years. Never have we had such uninterrupted attention to the three R's as has been given this year in the home rooms. Never have we had such opportunities for English expression as our literature rooms, our library, and our auditorium have afforded. Our library teacher reports that our children have read twenty-three thousand books and talked about and reported on a considerable per cent. of the number read. In that room the upper grade children have learned how to use reference books and dig out facts from reference sources in a library. Our auditorium teachers report that every child in school has appeared one or more times on the platform in talk, report, speech, dramatization, or playlet. In literature our children have learned to love some good things in prose and poetry. In music every class now sings well and the music teacher accomplished the work for the festival concerts without the stress and confusion and taking of time from other subjects reported in so many schools. We do not have the hurrying hither and thither in search of art equipment and materials or the sacrificing of work in the three R's to the demands of art when the art supervisor visits the school. We have done more and better art work than heretofore because equipment and materials are in the art rooms and the art teachers know how to secure art expression. Our children are getting real recreation this year because a gymnasium, a real gymnasium teacher, a playground, and two real playground leaders are operating full time."

Mercy to God's Animals

By Ella Wheeler Wilcox

The same force formed the sparrow
That fashioned Man,—the King;
The God of the whole gave a spark of soul
To each furred and feathered thing.

And I am my brother's keeper,
And I will fight his fight
And speak the word for beast and bird,
Till the world shall set things right.

For he would trample kindness
And mercy into the dust,
He has missed the trail and his quest will fail;
He is not the guide to trust.

Oh! Shame on the mothers of mortals
Who have not stopped to teach
Of the sorrow that lies in dear dumb eyes,
The sorrow that has no speech.

Oh, never a brute in the forest
And never a snake in the fen,
Or ravening bird, starvation stirred,
Who hunted his prey like men.

For hunger, and fear and passion
Alone drive beasts to slay,
But wonderful man, the crown of the plan,
Tortures and kills for play.

The Colleges and Apprenticeship

By C. J. FREUND
Milwaukee, Wis.

The young college graduate, as he stands very respectfully with his hat in his hand and his heart in his mouth, before an official of whom he requests employment, is not of very great value to the industry in which he wishes to try his fortune. For a demonstration of this statement one has only to compare the college man's earnings during his first and even his second year after graduation with the earnings of a very ordinary mechanic. Nor is this anything against the college man, provided he has no exaggerated opinion of his importance. When he had completed his sophomore year, it was nothing against him to say that he was not a senior. Similarly, now that he has completed his college work, it is nothing against him to say that he has had no experience, provided he does not underrate its value. It is just as true of the college graduate as it is of the high school and eighth grade graduate that education and experience are both required for the proper and full development of character and vocational ability. The college graduate is only half made. He has laid a splendid foundation but a foundation only, and just as the mere foundation of a house is of no value as a shelter, so the college training of the graduate is of no value to industry until he has built upon it the structure of a broad and thorough experience.

Advancement in industry is largely a matter of competition for promotion. The college man cannot escape this competition, but he has the advantage of being better equipped for the combat than his competitors. Leaving out of the question special work connected with highly technical or staff departments, which seldom offers the same opportunities for advancement as "line" work, we find that the normal steps upward through industry for the college man as well as for everybody else are laborer or apprentice, mechanic, "straw boss," assistant foreman, foreman, assistant superintendent or salesman, superintendent or assistant sales manager, works manager or sales manager, member of the "board." The college man cannot escape any of these steps with impunity. He should, however, leap from each step to the next with marvelous agility, comparatively speaking. The college man who is not willing to begin work side by side with ignorant laborers, trusting to his superior training to leave his fellows far behind in a short time, should never have been given the opportunity of attending college.

Very much has been said and written concerning the opposition to college men from working men, foremen and superintendents, and certainly at one time the young college graduate was by no means welcome in the ordinary shop or office. This was very largely the fault of the college graduate himself or perhaps of the professors who taught him. The aversion to college men was caused primarily by the assumption on their part that they were entitled, by virtue of their degrees, to positions of considerable importance. But times have changed. Much of the feeling against the college men has been dispelled by the changed attitude of the graduates of more recent years. In spite of cartoons and semi-humorous editorials which appear in the month of June, and in spite of the complaints on all sides of the behavior of college students as a class, the fact remains that the college graduates of the present time, at least those who go into industrial work, have a more accurate estimate of themselves and more common sense than their older brothers of six, seven or ten years ago. They may not know how to write as good a letter and they may not know their history or their logic as well, but they know just about where they should start in the industrial scheme of things. This may be due to the fact that a much larger proportion of students are now working their way through school by vacation and part-time work, and have for some years "been up against it."

As a matter of fact, industry takes very kindly to the college graduate. An extensive survey of three very important American industries discloses the fact that in spite of former prejudice against them, college men hold forty-five and six-tenths per cent. of the important executive positions in the metal trades industry in the United States. In the rubber industry college men hold forty-three and nine-tenths per cent. of the high executive positions, while in the pulp and paper industry they hold thirty-two and eight-tenths per cent. of these positions. This study has been made only in these three industries. Other industries, doubtless, favor the college man equally as much.

The college man in industry is given every opportunity for advancement and for gaining the experience which he needs to balance his academic training. The organized training courses for college graduates of a year or two years' duration, so called university or college graduate apprenticeships, are a feature of practically every important industry and very many industries send representatives to the colleges every spring to select senior students for these courses. Some industries have very thorough and carefully supervised courses of shop experience for their college graduates although they still engage regular employees in a haphazard manner and permit them to learn their work by the painful method of suf-

ficient mistakes with no further instruction than that included in the reprimand by which the mistakes are followed. In fact, the practice of putting college graduates through apprenticeship training has become so common in the United States that a college man can hardly enter a major industry without taking such a course.

It is impossible here to describe these courses in detail and explain how, by means of careful planning and arrangement of their work, the college men gain the same experience in a few years which they could not have enjoyed during half a lifetime at a regular position. It is possible, however, to enumerate some of the difficulties which are encountered by the industries in providing suitable apprentice courses for their college men. These difficulties are so serious that although the practice of training college graduates in shop courses is very much more extensive than the regular trade apprenticeships, still the college graduate courses are much less efficient in achieving their end. Although many college men finish shop courses and achieve success in their work, still, the men who plan their courses and supervise their work feel that the courses are crude and primitive and that years of work are necessary to fully develop them. The very high "turnover" among the students in these courses proves that they must still be greatly improved.

The difficulties encountered in these courses arise from the peculiar traits of the college graduates as a type and also from the lack of knowledge of the type on the part of very many of the men who are engaged in their training. Although many college men hold important executive positions in industry the recently graduated college man is usually subject to immediate superiors who have never themselves attended college, who do not understand the college man and do not know how to deal with him. The college man has tendencies which are not easily understood except by another college man, and even when these tendencies are understood, it is still extremely difficult to plan and administer courses to meet them.

For instance, the college man is almost invariably an idealist, and he has dreamt of surroundings and conditions for his life work to satisfy his ideals. He may have labored and labored hard to earn his expenses while a student, but securely in the back of his mind he has built up a conviction that after graduation his work will be altogether different, pleasant and always fascinating. All the petty trials which he suffers while a student are considered, illogically enough, to be peculiar to the status of the student, to disappear forever upon graduation. Accordingly, the first year out of school is a succession of disappointments. He finds that the people with whom he works, the industry in which he works, the plant in which he works and his own work are by no means what he had pictured them to himself, and he has not yet learned the greater idealism of rising superior to the little trials which persist in annoying him in spite of his degree. This greater idealism must be imparted to the young man by those who are directing his apprentice work, and it is an extremely difficult task because the apprentice is usually much discouraged, and apt to blame his employers instead of fate for many inevitable troubles. Moreover he will seldom give his foreman or supervisor much credit as a teacher of abstract principles of morale as compared with his former professors; nor should he, to tell the truth. The comparison, from his standpoint, between his new superiors and his former professors is frequently one of his greatest disappointments.

Again, the college man in industry is inordinately ambitious. Ambition is not peculiar to the man with a degree but with other men ambition is a normal urge which induces them always to do their best and keeps alive their hopes for the future. The ambition of the college man is a malady, it amounts to a furious, unthinking impatience with everything which stands in the way of an instant rise to industrial fame. As before stated, the college man of the present day understands pretty well where he must begin in the industrial scheme of things, but he does not realize the laborious process of working up and he is sure to infest the office of some official or other, or all of them, if he is not promoted within a month after the beginning of his service, even before he knows enough to see whether an opportunity for a promotion exists. Clumsy handling of the over-ambitious college graduate has frequently caused his failure, but how to handle him properly is a perplexing problem. Each individual must be treated differently according to his temperament. His ambition is extremely valuable, not an ounce of it should be destroyed, and still he must be taught patience, he must be shown that the force of his ambition is not to be wasted in looking for and planning unearned advancement but in doing more quickly and more thoroughly whatever he has to do, whereupon the promotions will come automatically provided the young man has learned to make himself agreeable to those about him. And often he must be shown not only how to do that but also the necessity for it. Frequently the young college man demands to know very definitely what the next five or ten years have to offer him in the way of position and income, and he is in such a fever of uncertainty that if he is not told with the greatest and most carefully assorted tact, that no one but the Lord Himself can foresee all this, and that it depends upon himself and the conditions which may arise, the consequences may be very detrimental to his morale.

The maintenance in the college man of an interest and enthusiasm for his chosen indus-

during the years of his apprenticeship is another great problem. While in college he listens to fascinating lectures on philosophy, history, ecomonics, and industrial questions. He solves difficult problems in mathematics, physics and chemistry, he completes really complicated investigations in sociology or engineering. His mind is busily engaged in a plane and rank of affairs in which it will not again be engaged for years to come, but always upon the basis of a purely hypothetical problem, the conditions of which are manufactured for his use. He does not know that it will take him many years to solve similar problems based upon actual industrial conditions, nor does he know that the conditions of the problems in industry are not laid before him but must be ferreted out by him and by him arranged in the form of a problem. This is the reason for the necessity of industrial experience, for apprentice training and several years of experience thereafter. They make the young man familiar with the practical details of an industrial establishment so that he can see the problems which exist and apply to them intelligently the principles and methods which he learned in school. It frequently happens that the young man finds himself engaged in a great variety of simple work, in the tool manufacturing industry, it may be, which gives him excellent experience but which never taxes his mental capacity as a college problem did. Under these conditions he readily becomes discouraged, decides that he has chosen the wrong occupation and that he would like to try the real estate business, forgetting that there, too, he would have to go through the drudgery of learning the practical details. Provided the young man is really qualified and "meant" for the tool industry, an experienced personnel manager will sometimes administer an interesting remedy, which, however, has the disadvantage that it involves a serious loss of time. He advises the young man to try the real estate business. Sometimes it takes two weeks, sometimes a year, but almost always he returns, completely cured.

More or less successful attempts have been made to solve this problem by the assignment of investigations based upon actual conditions in industry or shop relating to the placing of equipment, routing of material, the feasibility of extensions, the opening of new sales territory. Sometimes these problems are mere practice problems, sometimes they are problems with which the executives of the business are actually confronted, in which case the solutions of the apprentices are studied for any good suggestion which they may contain. The effectiveness of this plan of keeping the college man interested in his work is always partially destroyed by his knowledge that the problems are not real or, at least, that he is not exclusively responsible for their solution.

These are a few of the many difficulties which must be overcome before apprentice training for college graduates can be made fully effective. In spite of these difficulties the courses which are available now are so great an improvement over no courses at all that the college men who complete them are usually very successful in their work. Nothing but continued study and experiment for many years to come will make these courses as valuable as they should be.

The development of these courses is primarily the task of industry, but the college professors and authorities can be of very great assistance. In the first place, it would be very helpful if a greater effort were made to induce college students to choose their occupation as carefully as possible and as early during their course as possible. A complete system of vocational guidance might be established in every school and college. This would afford the students actual information regarding the work in the various industries and professions and would prevent their building up fantastic notions based on novels and advertisements. The college professor can be of very great help if he insists and insists again that the college work is not a complete training for any profession or occupation but merely a foundation which, together with the experience built upon it, constitutes the full training. Finally, the college professor is urged to tell his students that the industries offer greater opportunities today than ever before to the young man who will do what he is told and believe what he is told by his superiors and leave the rest to his own hard work.

A Meditation

By John W. Weeks
Former Secretary of War.

I sat beside a fold of rock,
  And tried to read its history.
I gazed into a wayside bloom,
  And sought to know its mystery.
I looked up at the stars of night,
  And thought of all the million spheres
That blaze beyond my farthest sight;
  And then of all the countless years
That God has swung those orbs in space.

I felt so small, so very small,
  A tiny speck: too mean to share
Attention of the Infinite;
  Unworthy of His love and care.
But lo! His voice! 'Twas me He named:
  "It's all according to My plan."
And with the Psalmist I exclaimed,
  Oh, God! What is there in mere man
That Thou of him shouldst mindful be?

A Glimpse of an Old-Time Academy

By WALDO F. GLOVER
Superintendent of Schools
Sharon, Mass.

The recent celebration of the centennial of Wilbraham Academy has called forth interesting articles in several leading New England journals. These articles, while dealing in a general way with the long and honorable history of the Academy, invariably render unstinted appreciation of the first principal of of the institution, Rev. Wilbur Fisk, D.D. While the public mind is considering Dr. Fisk's relation to Wilbraham Academy, and incidentally also to Wesleyan University, of which he was the founder and first president, it may be of interest to recall his connection with a still older institution up among the hills of Vermont, the Caledonia County Grammar School, now popularly known as Peacham Academy, the school where Dr. Fisk prepared for college.

One of Dr. Fisk's biographers dismisses Peacham Academy with two scant sentences: "He attended a sort of academy at Peacham. Not much is known about the school, but the ambitious Fisk carried his studies so far there that he was admitted on examination to the sophomore class of the University of Vermont, in July, 1812." Governor Samuel W. McCall, however, in his excellent Life of Thaddeus Stevens, finds material pertaining to Peacham Academy and Stevens's relation thereto sufficient to fill three pages of his book. Fisk and Stevens were not only contemporaries at Peacham Academy but also yoke-fellows and arch-conspirators in a small coterie of students that seemed bent on trying to the utmost the patience of the Academy trustees, sturdy old Vermont pioneers that they were, who always planted their stern puritanic heel on every attempt on the part of the students to depart from the straight and narrow way of scholastic integrity and proper conduct.

Human nature must have been about the same in 1811 as it is today, for away back in those early years of the nineteenth century, long, long before the age of bobbed hair and jazz, the students of Peacham Academy were so smitten with modernity that the trustees felt themselves called upon to formulate from time to time such rules and regulations as the following:—

"Resolved, that there shall be every year at the time of the annual meeting of the Board of Trustees an Exhibition in which the male scholars shall be the only performers, and that the pieces to be spoken shall be selected by the preceptor and submitted to the inspection of the prudential committee."

"Voted: First—That no female character be admitted. Second—That there shall be no performances by candle light. Third—That at the Exhibition of the school in May the preceptor shall furnish the prudential committee with the compositions intended to be exhibited, and that no piece shall be exhibited which is not approved by them."

"Voted: That the Exhibition for the year ensuing be regulated so as to exclude Tragedies, Comedies, and other Theatrical Performances."

Notwithstanding the fact that the trustees took such precautions for the purpose, as they said, of "supporting decency and order," there must have been a flagrant violation of the rules and defiance of authority; for on October 7, 1811, the trustees performed their solemn duty to the Academy as well as to their own conscience, as follows:—

"Voted: That the conduct of Moses Hall, Ephraim Elkins, Thaddeus Stevens, Samuel Merrill, Peter H. Shaw, Isaac Parker, Wilbur Fisk, David Gould, Thomas Weston, Hezekiah R. Cushing, Lyman Martin, Abel Walker and Abiel Hall, pupils in the Academy, in refusing on the day of publick exhibition, being the fourth day of September last, to proceed in their exhibition in the day time while the Board were waiting to see their performance, was conduct highly reprehensible. And that their proceeding to exhibit a tragedy in the evening of said day contrary to the known rules and orders of the school and the express prohibition of the preceptor were a gross violation of the rules and byelaws of the institution, tending to subvert all order and subordination in said school and to disturb the peace of society, and that They be required to subscribe to the following Submission, viz.: We, the Subscribers, Students in the Academy at Peacham, having been concerned in the Exhibition of a Tragedy on the evening of the 4th of September, 1811, contrary to the known rules of the Board of Trustees, on reflection are convinced that we have done wrong in not paying a suitable respect to the authority of the Board of Trustees and hereby promise that as long as we continue students at this Academy, we will observe such rules as the Board may prescribe."

Wilbur Fisk and Thaddeus Stevens whose conduct at Peacham Academy was such as tended "to subvert all order and subordination in said school, and to disturb the peace of society," by their subsequent careers, are deserving of a high place in the history of education in America. Wilbur Fisk as principal of Wilbraham Academy and as president of Wesleyan University exerted an influence of in-

estimable value over thousands of students; and Thaddeus Stevens, known to the world as the "Great Commoner of America" and the intrepid leader of the American Congress during the dark days of the Civil War and reconstruction period, really performed his supreme act of statesmanship when as a young member of the legislature of Pennsylvania, by a forensic effort which perhaps has never been surpassed in any legislative assembly in the country, he converted a hostile legislature to his way of thinking, and thus saved the free schools of that great commonwealth for "all the children of all the people."

Peacham Academy, too, survived that awful tragedy of September 4, 1811, and through a long and honorable career has been a quiet but persistent force in the life of the community, the state and the nation. Its chief latter-day distinction is the fact that Colonel George Harvey, the eminent journalist and former Ambassador to the Court of Saint James's, received his academic training within its venerable walls.

The Hard of Hearing Child in the Public Schools

By IMOGEN B. PALEN
Special Teacher of Lip-Reading, Public Schools, Toronto, Ontario.

The blind or the near-blind have always been appealing objects for sympathy. Much is being done in the public schools for the conservation of sight of school children, and special classes are being provided for them so that their eyes may not be subjected to unnecessary strain. Back of these undertakings are organized efforts on the part of those interested in the welfare of the blind. Tag-days for the blind serve to bring to public notice this form of handicap. There naturally arises in the public mind a desire and willingness to see public money spent for medical attention in schools in order that the eyes of the children be properly cared for and that special classes be provided for the more severe cases of defective vision, so that their sight may be conserved as long as possible and that they may thus acquire their education as other children do.

Little organized effort, however, is directed to giving publicity to the handicap which defective hearing causes in a child's education and in an adult's chances for success and happiness in life. There is little broadcasting of the fact that over half the cases of ear trouble in adults and children could have been cured in the incipient stages if proper medical attention had been given at the time, and school boards are not aware that a considerable cause for retardation is the defective hearing of the pupils. Even teachers and principals of schools too often deem slight deafness no excuse for retardation or for special consideration of the child's case. A corresponding degree of defective vision would elicit sympathy and some step would be taken to correct the defect by the use of glasses. But, as the slightly deafened child, giving strained attention, can hear for a time quite as well as the average normal hearing child, giving unstrained attention, he is blamed when later he fails to catch what the teacher says. Today, if the air is clear, Johnnie may hear quite as well as any one in the class and do his work quite as creditably. A day or two later, he may be developing a cold in the head which always affects his ears, the day may be dull, and he may fail to get the explanation of the new lesson correctly. The slightly hard-of-hearing child, like other children, has as yet only a limited knowledge of facts and their standard clothing of language. Having an unquestioning belief in the teacher's statements concerning history or geography or whatever the subject may be, it never occurs to him to doubt the correctness of what he thinks he hears. Perhaps, it was only one word or two that he muddled, but they were quite enough to make the later test on the lesson a failure. As usual, he is blamed for dullness and inattention. After a time he accepts as true these statements of his superiors that he is stupid and careless and he ceases to try for success. If the cause of his repeated failures were investigated with the idea that, perhaps, the ears were at fault, the trouble in the ears might receive such treatment from an otologist as would prevent the trouble increasing or cure it entirely. If this result can not be obtained, instruction in lip-reading will give to the child a sense almost of superiority in that he, with his trained eyes, will surpass in quickness the untrained eyes of the normal hearing boy. Although, unfortunately, he may have "ears that hear not" so well as those of his playmates, he can have eyes that see much that they overlook. This he can prove to himself in the rivalry of any game such as "snap." He wins almost invariably. After running quickly by a store window, he can give the names of more objects than his friend with the good ears but the untrained eyes. Naturally he thinks when his eyes are cleverer than the other fellows' eyes, he should stand as high as the average boy or even higher, and it is his own fault if his monthly report card does not show an improvement in his work after several months of lip-reading drills. Thus ambition is revived and he usually shows improvement in class standing from the first of the work. This result is quite the opposite from the predictions of parents and teachers, that the child will not be able to keep up with his lessons if he is absent from his regular class work

for two or three hours a week attending the lip-reading lessons.

The success of the experiment of having a visiting teacher of lip-reading for the schools depends entirely on the type of teacher employed. She should be a teacher possessed of the highest possible personal and educational qualifications. She should be an experienced public school teacher, familiar with all grades of the work and with all types of children. Needless to say, public school boards must be willing to pay liberal salaries to secure this type of teacher. Most subjects on the public school curriculum can be studied by a clever pupil from his texts, even without much aid from the teacher, but not so with lip-reading for a child. It is the training of the muscles of the eye by systematic, progressive drills. Drills are stupid, tiresome things to a child unless they have thrown around them the glamour of novelty. The resourceful teacher must make the drills attractive without sacrificing any of the essential features of the drill. An adult may grasp the gist of the thought and clothe it in his own words, even though the exact words of the speakers do not penetrate to the word centre of his brain. But it is necessary that the hard-of-hearing child shall be able to reproduce with absolute accuracy the exact words of the instructors in the regular classes. This can be accomplished only when syllable and phrase drills have been the foundation and structure of the work.

While children acquire the elementary work in lip-reading quite as quickly as adults—that is, in three or four months' time—they need the assistance of the lip-reading teacher for a year or more, if possible, to carry them over some of their language difficulties.

While the primary objective in securing a lip-reading teacher in the schools is the teaching of lip-reading to the dull of hearing children so that they may not repeat grades, yet the ultimate aim of the teacher and those backing her efforts should be to spread among the community at large such knowledge of the need for care of the ears of children (especially after infectious diseases) that the time will come when there will be as marked a decrease in the cases of progressive deafness in children as there has been in the rate of infant mortality in those communities where an enlightened public has learned the true economy of liberal expenditure for public health welfare.

Those who have the interests of these handicapped children at heart should join a nation-wide, vigorous educational campaign, through the public press, the public platform and the radio, to awaken the community at large to the serious prevalence of defects of hearing both in adults and children, to a knowledge of the means for its prevention, and to a realization that the health and happiness of a nation is more vital than its wealth.

The Volta Bureau, 1601 Thirty-fifth Street, N.W., Washington, D.C., is a philanthropic institution to aid all seeking relief from any form of deafness. This bureau will provide, free of charge, literature dealing with the hard of hearing child in the public school.

When You Know Him

When you get to know a fellow,
Know his joys and know his cares,
When you come to understand him
And the burden that he bears;
When you learn the fight he's making
And the troubles in his way,
Then you'll find he is different
Than you thought him yesterday;
You'll find his faults are trivial
And there's not so much to blame
In the brother that you jeered at
When you only knew his name.

You are quick to see the blemish
In the distant brother's style;
You can point to all his errors
And may sneer at him the while,
And your prejudices fatten
And your hates more violent grow
As you talk about the failures
Of the man you do not know.
But when drawn a little closer
And your hands and shoulders touch,
You'll find the traits you hated
Really don't amount to much.

When next you start in sneering
And your phrases turn to blame,
Know more of him you censure
Than his business and his name,
For it's likely that acquaintance
Will your prejudice dispel,
And you'd really come to like him
If you knew him very well.
When you get to know a fellow
And understand his ways,
His faults won't really matter,
For you'll find a lot to praise.

—Author Unknown.

Personal and Professional

A. S. THOMPSON, principal of Compton Union High School, Southern California, really a consolidated high school with one thousand one hundred students, with a high school building costing $650,000, has a salary of $5,000. There are many Union high schools in country communities in California that have a building costing more than half a million dollars, and paying a salary of $5,000 or more. By the by, Principal Thompson is a brother of Thomas Thompson of the Southern Branch of the State University in Los Angeles, and John G. Thompson of Fitchburg, Massachusetts, long principal of the State Normal School of Fitchburg. Thomas Thompson, as superintendent of Leominster, Massachusetts, was famous because of the great success of his "Minimum Essentials."

RALPH PHILIP BOAS, professor of English in Mount Holyoke College, is easily a leader among those who know and appreciate classic English which young people should know and enjoy, and his own English is classically adapted to students in high schools and college. Two years ago, while head of English department, Central High School, Springfield, Massachusetts, the Atlantic Monthly Press, Boston, issued a rare book of which he was chief author: "Social Backgrounds of English Literature," which attracted the best of attention of persons whose attention is worthwhile. Since then he has become head of English department, Mount Holyoke College, and Henry Holt Company, New York, has issued "Short Stories for Class Reading," which is one of the really notable books of the year. Also, this year Harcourt, Brace & Company bring out an "Introduction to the Study of Literature." The publication of two exceptionally important works in literature in one year by a professor of Mount Holyoke College certainly puts that institution in the class with America's leading universities.

WALTER BARNES, Fairmont, West Virginia, editor of the State Association Educational Magazine, is wielding a personal-professional influence in the teaching of English throughout the state quite beyond anything we have known. Mr. Barnes was easily the leader in the conferences on the curriculum at the State Association not only in English but in all practical arts. His address on liberal arts was one of the classic events of the meeting. We have never heard the dictions made with such scholastic discrimination as by him. He made it entirely clear that the expression liberal arts is sometimes narrowing, not always liberalizing.

DR. FANNIE FERN ANDREWS, secretary of the American School Citizens League, has returned from a five-months' tour of Europe and the Near East. She was in Geneva at the time of the meeting of the Assembly of the League of Nations, and took part in conferences concerning International Relations. Few Americans have had as good an opportunity to study leisurely the Near East problem, as she did much of her travels in the countries in the Near East by automobile, and everywhere was shown courtesies, official and personal.

MARGARET M. HANN reads all diplomatic correspondence for grammatical finish before it goes to the Secretary of State for his final signature. And yet it was Charles E. Hughes, as Secretary of State, who wrote the National Education Association at its Boston meeting that school boys and girls should be "accurate." It might be well to begin at the top, and have statesmen whose grammar could be "accurate" without a Miss Hann to correct it.

NATHAN F. SMITH, founder and principal of the Van Nuys, Los Angeles, High School, died recently at his home in Santa Monica. He had been high school principal in Monrovia, Alhambra, and Santa Monica before he started the Van Nuys High School in 1914. He opened the school with forty-six pupils and eight teachers, and saw it grow to a school of vast proportions and large faculty. He was always an inspiring leader of teachers and students.

MISS MAHALA DORCAS PRITCHARD, Dean of Women at Fairmont State Teachers College, West Virginia, is a member of the National Committee of Deans of Women, and secretary of the National Association of Deans of Women of State Normal Schools and State Teachers Colleges. She has the best Students' Home at Fairmont of any State Teachers' College in the United States, and she gives them the best living and the best life.

T. S. HOOK, of Eureka, Nevada, is now superintendent of Wayne, Nebraska. Mr. Hook was in the State University, Iowa City, when I lectured there in 1911, and has been in professional service in Michigan and Nevada since then.

Character Education

[H. B. Wilson, superintendent of Berkeley, is chairman of a committee of the National Education Association consisting of Milton Bennion, University of Utah; Mrs. Susan M. Dorsey, superintendent, Los Angeles; Frances Giddings, University of California, Southern Branch; C. E. Rugh, University of California, and E. O. Sisson, Reed College, Oregon, and in the name of the Committee Dr Wilson issues a report of this committee on Character Education. Much of the report deals with the evidences of the need of intensive effort in Character Education. We quote from the report on what is being done and what can be done to meet the emergency.]

Had the school, home and church, and other educative and preventive agencies known how to develop ethical character and had unitedly done their work with thoroughness, the great waste to society of the present moral situation might have been saved. While the school has a heavy responsibility in the matter of character education, the problem of character education in the last analysis is totally society's problem, which it must be able to unify all of its constructive forces upon if it is to meet this responsibility satisfactorily.

WHAT THE SCHOOLS OF THE UNITED STATES ARE DOING TO PROVIDE CHARACTER EDUCATION.

Although the time was short within which to conduct any thorough investigation in reference to what the various school systems of the country are doing to provide character education, the committee believed that such returns as could be secured through an inquiry addressed to the cities co-operating in the curriculum improvement movement would possess some value as indicating what is going on and as providing a background for suggesting improvements in the public schools' Character Education program. Accordingly an inquiry covering eight points was directed to each of the 300 cities which had enrolled through the Research Bureau of the National Education Association in the curriculum improvement effort. The returns from this inquiry are set forth in Section A, items 1 to 9, under II of the Table of Contents. It is unnecessary to take space to review these returns here. This inquiry, together with the course of study material and other types of guidance material which the questionnaire brought in, enabled the committee to present certain typical things which the schools are doing. The effort has been to select out of all the material, by the common-sense method, the best things in the belief that bringing them to the attention of all through this document will have large value in making it possible for all schools to be guided and stimulated by the best that is now taking place in the schools of the country. Upon the basis of what is best at this time, it may be possible to determine other undertakings and procedures which will be an improvement over even the best work that is now being done.

Certain comments may be made as a result of the impressions which the members of the committee received from working over this mass of material. They are as follows:—

1. Throughout the country there is evidence that the schools are trying, according to their best light, to promote character development in children. In many cases the efforts are seemingly feverish, anxious, and even frantic in character.

2. It is impossible to discover any body of settled convictions as to the experiences and subject matter which should be productive in large ways of character results.

3. There is no evidence of any carefully thought out, well-tested technique of procedure which may be employed in securing character results. In a subject such as arithmetic, it is rather definitely known at this time what should be taught and by what procedures satisfactory results may be secured. Similar statements may be made of spelling and other subjects. There is no such situation in the matter of the materials or procedures in the field of Character Education.

4. One is impressed that the best results in Character Education are being secured in the classrooms through the relationships existing between children, and children and teacher, and through the procedures employed in the educative process.

5. Very high value in character training should undoubtedly be assigned to the opportunities provided students to participate in the activities of the school which they attend, and in thinking about and taking responsibility for the improvement of that school as a place of living and working.

A study of the material in this formulation will make it evident that the committee has not sought to produce a course of study. They have not tried to write a curriculum on Character Education. Rather, they have sought to bring together evidences of the best that is going on to secure Character Education with such indications of the procedures employed as was possible.

SUGGESTIONS FOR IMPROVING THE CHARACTER EDUCATION EFFORTS OF THE PUBLIC SCHOOLS.

The few suggestions which the committee has to offer are very simple. They may be expressed as follows:—

1. There is great need that teachers and supervisors throughout the country should study the best things which are going on at this time to promote Character Education. This will include the courses of study which are now available and the various plans which have been proposed.

2. This program of study and understand-

ing should include the parents of the school children. They have a large share of responsibility in this matter, and ways of enabling them to understand what it is and how they may carry it satisfactorily must be worked out co-operatively between the school and the home.

3. The great need is for extended, well-controlled, scientific investigations in the field of character, with the object of determining its elements and of finding those materials, experiences and procedures which may confidently be expected to promote character improvement. Fortunately a few universities are making provision for such studies and investigations, notably Teachers College, Columbia University, the School of Education of Chicago University, and the School of Education of the University of Iowa.

4. The National Education Association should lend all possible aid and encouragement to every fundamental effort to promote scientific attack upon the problem of Character Education. The record of the National Education Association in this matter is an honorable and respectable one so far as attention to the topic in its various phases is concerned. A study of the National Education Association programs shows that some attention to this topic has been given in almost every program since 1860. In the meeting of 1896 E. E. White of Ohio gave an address on the "Report of the Committee on Moral Education—Moral Instruction in Elementary Schools." The proceedings of the Board of Directors for 1907 show that $500.00 was appropriated to defray the expenses of a committee to report on "The System of Teaching Morals in the Public Schools of the United States." In the last years, however, ways have been found to attack every phase of education scientifically. There is no field in which the need for this is quite so great at this time as in the field of Character Education. Undoubtedly the National Education Association may confidently be expected to do everything possible to promote work in this field in the most thorough-going fashion.

Dignity

[Address to Graduates by President Lewis at Fall Convocation George Washington University, 1925.]

When you marshal the attributes which are to distinguish you as educated men and women I trust that you will set much store by that element which is called dignity. Do not misinterpret the word. Dignity is the opposite of pompousness. It is an inherent element, not a pose. Dignity, the dictionary tells us, is grave or noble bearing; impressiveness of character or manner; repose and serenity of demeanor.

There are some who can clothe the most routine duties of life with a grace and meaning which lift them above the commonplace; there are those who can pull the most meaningful occasions down into the mire of mediocrity.

"Remember this," says Marcus Aurelius, "that there is a proper dignity and proportion to be observed in every act of life."

Dignity saves from pettiness and servility, from self-importance and boorishness; it is that which enables us to take our place in the ranks without timidity and without conceit.

When the Galilean spoke as one having authority, He spoke with dignity. It is the dignity of language which is the charm of literature. The truly educated man respects the dignity of his mother tongue and avoids the crudeness of meaningless slang.

Repose and serenity of manner says the dictionary. These are elements which will stand you in good stead during many a critical moment in the give and take of active life.

Dignity is the distinguishing trait of success, for as Mussolini says, "Without a sense of dignity there is no nationality; without a sense of dignity, indeed, there is no individuality."

Impressiveness of character; repose and serenity; the capacity to face the truth; the gentleness of strength—these are the hall marks of dignity; these are the characteristics of the truly educated.

Keep Cheerful

By Alton Packard

If you would live to a green old age,
And tell life's tale to the last fair page,
Let sweet content your thoughts engage;
Keep cheerful.

Let no dread doubt your joys dispel;
The Soul that does each duty well
Shall fear no challenging sentinel;
Be not fearful.

The tide of sorrow will subside;
Dark discontent cannot abide,
If we but view the brighter side
And keep cheerful.

—Ohio Educational Monthly.

Henry Barnard Building

[One of the really notable announcements of the day is the fact that the new Education Building of Yale is to be "Henry Barnard Building."

We have written so much of Dr. Barnard, whom we knew intimately for the last thirty years of his life, that we here use the announcement of Yale University regarding the naming of the building.—Editor.]

As Secretary of the Board of Educational Commissioners of Connecticut Dr. Barnard awoke Connecticut, and through it many other states, to a new conception of the part to be played by the common school in the development of American citizenship. He was especially influential in improving the planning and construction of schoolhouses, in developing high schools, in grading the schools systematically, and in encouraging teachers' institutes, where everything pertaining to public education was discussed. From 1843 to 1849, as School Commissioner of Rhode Island, he secured free education by public taxation, a right that had been denied for 200 years, and repeated the work that he had done in Connecticut.

In his undergraduate days at Yale Henry Barnard was noted for his unusual knowledge of classical authors and English literature, and for his exceptional ability as a ready debater and effective speaker. After graduation he took up the study of law and was admitted to the Connecticut Bar in 1835. Subsequently he traveled extensively in the southern states and spent eighteen months abroad, traversing a large part of England, Scotland, and Switzerland, on foot, and studying the social conditions of the people.

On his return to his home in Hartford in 1837 he was elected to the Connecticut House of Representatives and served three years. In 1838 he originated and secured the passage by unanimous action of both houses of an act for the better supervision and improvement of the common schools. Although he surrendered brilliant prospects as a lawyer and statesman, Mr. Barnard was persuaded to become Secretary of the Board of Commissioners thus created, and his work and able reports were of great value to education in the state and elsewhere. In 1842 owing to political changes, the Commission was abolished, and Mr. Barnard spent fifteen months in travel throughout the United States, during which he spoke before the legislatures of ten states, and delivered lectures and conducted conferences in fifty cities, and collected a mass of information on early education. In 1843 he accepted the office of superintendent of schools of Rhode Island, and in five years was able, through the complete change of views and habits of the people which he brought about, to establish thoroughly a system of free schools. He declined the presidency of the Universities of Indiana and Michigan, and then, from 1850 to 1854, discharged the double duty of principal of the newly established State Normal School of Connecticut and state superintendent of schools. During these four years the educational reforms which had been overthrown in 1842 were all thoroughly re-established and he left the schools of the state well organized.

In 1858 he became chancellor of the University of Wisconsin. His purpose in accepting this office was to bring into unity the whole system of state education, and make it all free, but his work was interrupted in the spring of 1860 by ill health.

In 1866 he was elected president of St. John's College, Maryland, but upon the organization of the United States Bureau of Education in 1867 he resigned to become the first United States Commissioner of Education, and held the office until 1870.

Dr. Barnard's literary work was extraordinary in amount and of lasting value. In 1855 he began the publication of the American Journal of Education, which extended to thirty-one volumes, and is a reliable record of the progress of education in the United States. He edited the Connecticut School Journal from 1838 to 1842, and from 1851 to 1854 three volumes of the Journal of the Rhode Island Institute of Instruction, and four volumes of Reports of the United States Bureau of Education. In 1886 he published a collective edition of his works in fifty-two volumes, and including over 800 separate treatises. Of his "School Architecture" over 130,000 copies were circulated. Dr. Barnard visited Europe seven times and brought to this country the best thoughts of the world on education.

In 1855 he was chosen president of the American Association for the Advancement of Education, which was started largely through his endeavors in 1849, and which he sought to inspire with a broad national policy.

He helped forward almost every local enterprise designed to advance the literary and educational interests of his native city and state. He was one of the originators and first president of the Young Men's Institute, now the Hartford Public Library, and the first president of the Connecticut Historical Society. He was elected a corresponding member of the Rhode Island Historical Society in 1838, and was a member of various other historical, literary, and scientific societies.

He received the degree of LL.D. from Yale and Union in 1852, Harvard in 1853, and of L.H.D. from Columbia in 1887.

The eighty-sixth anniversary of his birth was fittingly observed in 1897 in schools throughout Connecticut, and by a notable gathering of distinguished educators in Hartford. Dr. Barnard continued to take an active part in educational affairs until his death, which occurred at Hartford in 1901, his ninetieth year.

Denver Public Schools

The following is a list of the Denver Public School course of study publications which are now available, with the price of each:

COURSE OF STUDY MONOGRAPHS

Monograph No. 1	Kindergarten, 106 pages. Printed September, 1924	$ .60
Monograph No. 2	General Science and Biology, Junior High School, 77 pages. Printed September, 1924 (With Samples of Tests for All Units)	.60
Monograph No. 3	Social Science, Junior High School, 171 pages. Printed August, 1924 (With Samples of Tests for Units I, II, III, IV, V, VI, VII, IX, X, XI)	1.35
Monograph No. 5	Latin, Junior High School, 85 pages. Printed September, 1924	.70
Monograph No. 6	Commerce, Junior High School, 92 pages. Printed September, 1924	.70
Monograph No. 7	Art, Junior High School, 97 pages. Printed July, 1925	.90
Monograph No. 8	Commerce, Senior High School, 155 pages. Printed August, 1925	1.10
Monograph No. 9	English, Junior High School, 241 pages. Printed October, 1925	1.60
Monograph No. 10	English, Senior High School, 237 pages. Printed September, 1925	1.60
Monograph No. 11	Spanish, Junior High School, 154 pages. Printed November, 1925	1.60
Monograph No. 12	Home Economics, Junior High School, 135 pages. Printed October, 1925	1.40
Monograph No. 13	Home Economics, Senior High School, 139 pages. Printed November, 1925	1.40

RESEARCH MONOGRAPH

Research Monograph No. 1	Home Economics, 71 pages. Printed July, 1925	.60

The following is a list of the Denver Public School course of study publications which it is planned to have available before September 1, 1926, with the prospective date of each publication:

COURSE OF STUDY MONOGRAPHS

Monograph No. 4	Arithmetic, Elementary School, ‡250 pages. Printed September, 1924, revised March, 1926*.	‡1.50
Monograph No. 14	Art, Senior High School, ‡220 pages. Printed January, 1926	1.65
Monograph No. 15	French, Junior and Senior High School, ‡276 pages. Printed January, 1926	1.60
Monograph No. 16	Music, Elementary School, ‡64 pages. Printed January, 1926	‡.75

Mathematics, Junior High School, April, 1926; Visual Education, Elementary School, April, 1926; Language, Elementary School, May, 1926; Social Science, Senior High School, June, 1926; Physical Education, Elementary School, August, 1926; Physical Education, Junior High School, August, 1926; Social Science, Elementary School, September, 1926; Social Science (Revision), Junior High School, September, 1926; General Science (Revision), Junior High School, September, 1926.

RESEARCH MONOGRAPH

†Research Monograph No. 2	Elementary School Arithmetic, ‡120 pages. Printed April, 1926	$2.00

This announcement has been prepared because of the large demand that we have had for these courses. While the prices that are here submitted may seem high, only a sufficient margin is charged over the cost of printing to justify our extra expense in meeting the demand. Only a limited number has been printed. All receipts are applied on the printing bill, and prices will be revised up or down whenever the cost of printing calls for such adjustment.

For the reason that many remittances have been made in a form that is not bankable, it has been found necessary to require payment in advance in either cash, post office or express money order, bank draft, or treasurer's (not personal) check. A public school system cannot carry accounts nor incur financial risks as may be done by a private corporation. All such orders, checks, and the like, should be made payable to School District Number One, Denver, Colorado.

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*Monograph No. 4 is in the process of revision. The new features will be a reorganization of the course, suggestions for testing and remedial instruction, adaptation of instruction to individual differences, and elimination of difficulties in reasoning.

†This will include detailed analyses of the skills involved in fundamentals in integers, fractions and decimals, with instructions for construction of drill exercises, and also samples of tests for fundamentals in integers, problem solving, fractions, and decimals.

‡Estimate.

The department of measurements is constructing tests for several of the courses enumerated above in addition to the sample tests which are specified for Monographs 2 and 3. As these tests are completed sample copies will be included with the courses of study to which they belong.

Book Table

SHORT STORIES FOR CLASS READING. Edited by Ralph P. Boas, Mount Holyoke College, and Barbara M. Hahn. Cloth. 364 pages. New York: Henry Holt and Company.

In dealing as I do with innumerable books in the run of months, always appreciatively, it is not often that any book in every way captivates me as do these nineteen short stories which Ralph P. Boas has elected to reveal his estimate of the character of present-day short stories in contrast or comparison with those of Poe and Stevenson, Hawthorne and Irving.

He appreciates Edgar Allan Poe as a consummate master in "portraying and inducing emotion." He chooses these lines of Poe

"The glory that was Greece
And the grandeur that was Rome,"

as the two most poignant lines in English poetry. Poe's contribution to the creation of the American Short Story was largely due to the "ringing beauty" and "majesty of expression."

Because the short story is the most popular literary form of the present century the selections of Professor Boas have an especial interest, and we have read them as we can rarely take time to read at length the books that come to our desk.

Perhaps the short story that was to us the most captivating was Fannie Hurst's "Humoresque." It is the first of Miss Hurst's "Short Stories" we have read, and there is no longer any wonder that she won the largest prize ever offered for a literary production. But the real service for an over-business man is the fact that he can know who are the nineteen masters and which are the nineteen masterpieces in the famous Short Story world.

To us "Short Stories for Class Reading," by Ralph P. Boas of Mount Holyoke College, is the most important book for the promotion of discrimination in a knowledge of literature in the schools that has been published in recent months.

BY-WAYS TO HEALTH: DETOURING THE SCRAP-HEAP. By Thomas D. Wood, M.D., and Theresa Dansdill. Cloth. New York: D. Appleton and Company.

No one has devoted as much professional attention, medical and educational, to health problems as has Dr. Thomas D. Wood of Teachers College, Columbia University. His medical knowledge is modern and scientific, and his pedagogy is no less up-to-date. He has made "Health Education" his major for several years, especially as chairman of a really eminent joint committee of the National Education Association and the American Medical Association.

Miss Dansdill contributes a style of approach to Health by "Byways" that is so refreshing as to be health inspiring. She realizes that health never thrives on grouches, dyspepsia, social envies, or a sour complexion. No Christian Scientist ever preached the Gospel hope and good cheer more conscientiously than does Miss Dansdill when she serves up the scientific wisdom of Dr. Wood. She has written the book in the liveliest, most entertaining way imaginable.

Starting with a chapter on Health Examination they proceed to take up in successive sections: Nutrition, Rest Periods—Sleep, Exercise and Recreation, Work and Its Relation to Health, Worry—Be of Good Cheer, Nerves, Happiness and Handicaps, Pirate Beacons, Headaches, Good to Look At, and Taking an Inventory. They tell how to control and direct mind and body through right habit formation and right mental attitudes. They set up the guide posts for detours safe for men and women in every vocation and walk in life. These detours carry you away from nerves, fatigue, invalidism, and premature death, to the felicities of health. They help the fearful to become more hopeful, the weary more rested, and the lifeless more vital.

WHITTIER AT CLOSE RANGE. By Frances Campbell Sparhawk. The Riverdale Press (Brookline), Boston, Mass.

Miss Sparhawk has written much and interestingly for children and their teachers. It was a rare privilege that she had to know John Greenleaf Whittier and his home intimately, and in an attractive way she gives her readers "Whittier at Close Range." It is highly important that children are not allowed to go through the schools without appreciation of the personal touch with our leading American writers. It is not often that a writer of today can give a close range view of Mr. Whittier as Miss Sparhawk has done in this book. It is also quite an unusual view of the Quaker poet in his home and community life. An interesting feature of the book is Mr. Whittier's appreciation of prominent persons with whom he was associated. Indeed, Miss Sparhawk's book has the very unusual charm of not telling over again incidents that have been often told.

RURAL SCHOOL METHODS. By Elmer L. Ritter and Alta L. Wilmarth, both of Iowa State Teachers College, Cedar Falls. Cloth. 450 pages. New York: Charles Scribner's Sons.

We know Professor Ritter and his work thoroughly, and were prepared to appreciate his "Rural School Methods," and we find as we expected to find the subject method in spelling, handwriting, language, literature, reading, history, geography, arithmetic, music, domestic arts, citizenship and hygiene as complete as it is simple, as interesting as it is important, as natural as it is vital, up-to-date in fact and psychology, throbbing with the common sense that has made the Cedar Falls College famous for producing successful teachers and principals, superintendents and college professors.

THE RATIONAL HIND. By Ben Ames Williams. Cloth. 242 pages. New York: E. P. Dutton and Company.

Mr. Williams is generally classed as one of the leading present-day writers of short stories, and now he is expanding his short story talent into a long story without changing his short story style. He has not made a novel, nor a real story, for it is still a short story extended.

"The Rational Hind" is interesting as is everything that Ben Ames Williams writes, but we are not sure that it is of as much service as most of his short stories are.

We feel like protesting when he uses as a background an impoverished and ineffectual New England life, "once strong and red blooded," even if he does try to make out a case of successful struggle. We doubt if his picture of success after a terrible struggle will induce any young people to stay on the farm and make such a heroic struggle.

We certainly appreciate the fact that such a setting enables a brilliant writer like Ben Ames Williams to marshal remarkable personalities for a literary exhibit, and he has done this effectively.

THE FIRST YEAR OF SCIENCE. By John C. Hessler, Ph. D., Knox College. Revised edition brought down to the latest minute. 620 pages, 330 illustrations. Chicago, New York, Boston: Benjamin H. Sanborn and Company.

Dr. Hessler has previously demonstrated rare skill in adapting science to the students of the ninth grade, in the putting into one volume that can be mastered satisfactorily the vital facts in Elementary Physics, Chemistry, Astronomy, Biology, Botany, Physiology, and Electricity, and now he has brought every science up to the minute.

The book is reliable in every statement because Dr. Hessler is a trained scientist. It is attractive to students in the freshman class of a senior high school or a senior class in a junior high school, for adaptation has always been one of the charms of Dr. Hessler's books. By making a book of more more than 600 pages and by limitless illustrations the publishers have made the book adequate in scope and in detail.

ANIMAL HUSBANDRY. By Henry Jackson Waters and Franklin George King. Cloth. Boston, New York, Chicago, Dallas, Columbus, San Francisco: Ginn and Company.

Every schoolbook that Dr. Waters prepared has been a masterpiece in facts, in science, in practical application to the farm, and skilfully presents the best methods of having students benefit from the study.

Live stock on the farm has greater significance than in the past. It is only a few years since pure breed stock has been in general use on the farm. Thirty years ago there was little high priced stock, while today a shorthorn sells for $62,500, a Holstein-Friesian for $105,000, and every county fair has on exhibition high priced live stock of all kinds, and every farm boy sees every year swine, poultry, beef cattle, dairy cattle and horses of great value.

On ninety-five out of every hundred farms in the United States some kind of live stock is kept. Nearly 85 per cent. of the farms of our country keep cattle, more than 75 per cent. have horses or mules, an equally large proportion raise or feed hogs, and more than 90 per cent. keep poultry.

Children study animal husbandry with keener interest and relish than any other agricultural subject, because no other phase of farming is so attractive as is the care and management of live stock.

A BEGINNER'S SPANISH GRAMMAR. By Albert A. Shapiro, Ph.D. (Harvard), Associate Professor of Spanish, University of North Carolina. Cloth. 263 pages. Chapel Hill, North Carolina: University of North Carolina Press.

This is an unusually attractive Spanish grammar based upon the lines that experience has shown to be the best adapted for American school and college classes, as modified by certain ideas of a sound and practical sort developed by the author. Among these ideas are: (1) incorporation of all material regarding pronunciation in the body of the book (lessons I, II, III, LXXIII, etc.), (2) explanation of general or English grammar where necessary, a feature often neglected but usually very desirable with our students; (3) practical nature of the vocabulary used and repetition of the vocabulary from lesson to lesson; (4) exercises which really drill the student upon the matters they are intended to illustrate; and (5) short lessons, each of which may be covered in an hour. In addition, Professor Shapiro has provided a number of appendices, in which are given summaries of much material not always adequately treated by writers of textbooks; for example, the use of idioms, person and number, orthographic changes in Spanish, the uses of the subjunctive (an excellent summary), abstract and generic nouns, etc. There are seventy-seven lessons in the book. A list of irregular verbs, with references, and the usual Spanish-English and English-Spanish vocabularies are included, and a subject index is provided. One may question the postponement until page 196 of the treatment of the varied sounds of "d," and of any detailed treatment of diphthongs until pages 189-190; while the meticulous would comment on the statement on page 37 that the "word" "peseta" is used in Spain—it is a different kind of currency, not merely a different word, as Dr. Shapiro knows. But these are petty matters, and do not seriously impair the usefulness of what is unquestionably one of the best of recent Spanish grammars. We can not forbear to mention also the beautiful typography of the book, which redounds to the credit of the University of North Carolina Press as well as of the author. Such a volume, mechanically and intrinsically, can not fail to bring deserved honor both to the University and to its creator.

GRANNY'S WONDERFUL CHAIR AND ITS TALES OF FAIRY TIMES. By Frances Browne. Introduced and illustrated by Katherine Pyle. Cloth. 211 pages. New York: E. P. Dutton and Company.

Just why "Fairy Land" has captured the fancy of children just now would not be easy of explanation, but facts are more vital than logic, and certain it is that for children in school and out Fairy Tales have a compelling attraction which accounts for the ingenuity of publishers to create an excuse for creating new Fairy Tales, and none has been more ingenious than Frances Browne's nine original Fairy Stories of the Blind Granny in Her Wonderful Chair, for they have a purpose as the title suggests, "The Greedy Shepherd," "Childe Charity," "Sour and Civil," "Merrymind," "Prince Wisewit's Return," and others.

Books Received

"Handbook of English Grammar." By Mason Long. New York: Harcourt, Brace and Company.

"Manual of Organon, the Philosophy and Science of Organing." Organon Lyceum, New York.

"English Review Grammar." By Walter Kay Smart. New York: F. S. Crafts and Company.

"The Visiting Teacher in Rochester." By Mary Brown Ellis. New York: Joint Committee on Methods of Preventing Delinquency.

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TREND OF THE TIMES

Business Enters 1926 With Confidence

Present business prosperity will continue well into 1926, in the opinion of leading bankers and industrial leaders, whose views were gathered and made public by the Associated Press. Chairman E. H. Gary of the United States Steel Corporation stated that prospects of the steel industry for the year 1926 seem to be very bright, with a large and growing demand for iron and steel products. He praised President Coolidge's administration. Carl R. Gray, president of the Union Pacific Railroad, said indications show that 1926 can be expected to yield greater traffic. Alfred P. Sloan, Jr., president of the General Motors Corporation, asserted that it is reasonable to expect that the first half of 1926 will be a period of general prosperity. William Green, president of the American Federation of Labor, predicted an improvement in business and manufacturing conditions during the coming year and the end of the coal strike within a very short time. Secretary Hoover of the Department of Commerce and Secretary Mellon of the Treasury Department were both optimistic for 1926.

Rome to Be Restored to Empire Grandeur

"Within five years Rome must appear as a marvel to all the people of the world—vast, ordered, and powerful as it was in the time of the first empire of Augustus." This, in brief, was the command by Premier Mussolini to Senator Filippo Cremonesi as the latter was solemnly invested as the first governor of Rome under the new form of rule, which places the city administration under the Ministry of the Interior. The impressive ceremony was held in the capitol building, the Campidoglio, which Romans for centuries considered the centre of civilization. Squares are to be opened at various points and from the streets will be removed "all this contamination of tramways."

New Mayors Sworn Into Office

James J. Walker took the constitutional oath of office as Mayor of New York City December 29. The new mayor entered office at midnight, December 31, although his formal inauguration did not take place until noon on New Year's Day at the City Hall. The advance administering of the oath is customary to prevent any hiatus in the office of Mayor between the expiration of the term of the outgoing Mayor and the formal inauguration of his successor. Mayor John F. Hylan, in retiring from office, went on the city pension roll for $4,205 a year. Mayor Walker is a Democrat and member of Tammany Hall, as was his predecessor.

In Boston, Malcolm E. Nichols, Republican, was sworn into office as Mayor, Monday, January 4, at 10 a. m. James M. Curley was the retiring mayor.

Museum Gets Bulk of Munsey Estate

Frank A. Munsey, owner of the Sun and the Evening Telegram, New York papers, who died on December 22, left the bulk of his estate, estimated at $40,000,000, to the Metropolitan Museum of Art. This was disclosed when the will, drawn on June 21, 1921, was filed in the Surrogate's office in New York. The bequest to the museum, said to be the greatest ever received by any museum of art, was a complete surprise to everybody connected with the organization. He had never been known as a friend of the museum although he was a regular annual subscriber at $10 a year.

Gen. Butler Flays Mayor and "Gang"

Brigadier-General Smedley D. Butler, deposed Director of Public Safety of Philadelphia, recently made public before an audience of 3,000 in Pittsburgh the reasons for his discharge by Mayor Kendrick of Philadelphia. He stated that when he first took command of the police department he was promised full authority by Mayor Kendrick. General Butler's attempts to enforce prohibition impartially incurred the animosity of what he termed the "gang," and led to his downfall. He claimed to have sufficient evidence to close two prominent hotels and threatened, if Mayor Kendrick did not support him, to appeal to state authorities for action. This brought matters to a point where the "gang" influence, according to General Butler, finally decided to dispense with his services. Mayor Kendrick discharged him for lack of respect, which General Butler admitted.

Shenandoah Court Finds None Guilty

No one was personally to blame for the Shenandoah disaster, in which Commander Zachary Lansdowne and thirteen members of the crew met death. This was the conclusion reached by the naval court which conducted the investigation. The court found that Commander Lansdowne had not protested against the voyage in which the airship was wrecked. The commander's widow had testified to the contrary. The court declared that the accident was part of the price which must inevitably be paid for venturing into a new and hazardous field of operation. The report admits that the advisability of sending dirigibles on exhibition flights is doubtful, and that the removal of ten of the Shenandoah's eighteen gas valves is now seen to have been a mistake, although done in good faith at the time.

The judgment and heroism of the crew are warmly praised in the statement of the inquiry board.

Average Movie Pay Not Fabulous

While the famous motion picture producers and actors are rich, as is the case with leaders in all other arts, reports of fabulous salaries at the studios are not borne out by statistics. A survey made public in Los Angeles recently showed the studios in this vicinity employ 50,000 persons. The annual payroll is $750,000, making the average wage $1,500 a year or about $30 a week.

Industry Would Solve Own Problems

Legislatures and courts ultimately will be superseded by industrial agencies in the handling of industrial problems, according to P. G. Agnew, secretary of the American Engineering Standards Committee. Many of the industrial issues now under consideration of courts, legislatures and commissions not only can be solved by industry itself, but much more has already been accomplished in this direction through non-legal methods than business men themselves realize, Mr. Agnew declared. By setting up through co-operative action certain national standards of production, materials and methods, the various industries will eventually forestall the necessity of either courts or legislatures dealing with most industrial problems, thus checking the flood of legislation which is becoming a matter of national concern.

Disarmament Conference To Meet February 15

The disarmament conference sponsored by the League of Nations will meet in Geneva February 15, 1926. It is stated that France, Japan and Italy are in complete disagreement with President Coolidge on naval disarmament. None of these three powers is willing to separate naval armaments from military and air armaments, and none will attend a naval conference called to discuss the question separately. The resolution as adopted by the Fifth Assembly on September 6 calls for a discussion on the general question of disarmament, which would naturally include naval, military and air matters. Dr. Benes has submitted a report to the League Council on the program of study drafted for the preparatory commission of the disarmament conference to which the United States is invited.

Commission to Study U. S. Crime Situation

With a membership that includes three former Cabinet members, two former governors and a retired ambassador, the National Crime Commission, under the chairmanship of F. Trubee Davison, has completed its preliminary organization and will at once begin active work in a country-wide campaign to discover why the administration of criminal justice in the United States today so often misses fire, while the guns of bandits and hold-up men continue to take deadly toll. As rapidly as the data are gathered, they will be used as a basis to bring about reforms in existing law and in the current practice of the criminal courts wherever improvement is shown to be needed.

Old Ironsides Going Into Movies

An announcement has been made by the Famous Players-Laskey Corporation that the frigate Constitution, mother ship of the American Navy and subject of Oliver Wendell Holmes famous poem, "Old Ironsides," is to be shown on the screen. James Cruze has sailed abroad to select locations for filming the ship, and the work on reconditioning her after years of disuse will start soon. Once more, on the silver screen, she will overhaul the pirates of the Tripoli and end for a second time their ravages of shipping. The Navy Department is co-operating, according to the announcement.

Mitchell Found Guilty on All Counts

Colonel William Mitchell, former assistant chief of the Army Air Service, was found guilty by an army court-martial of violating the Ninety-sixth Article of War, regarding insubordination, and was sentenced immediately to suspension from rank and command with forfeiture of all pay and allowances for five years. The court declared that its findings were lenient because of the World War military record of Colonel Mitchell. Before the verdict goes into operation it must follow the customary procedure of being reviewed by the Judge Advocate General of the Army and the Secretary of War, and by the latter transmitted to the President for review and execution. These higher authorities, under the law, have the right to reduce but not increase the sentence of the court-martial.

Japanese Boy Gave All to U. S. Red Cross

A Japanese boy, Genichiro Yamada of Tokio, was told in a letter by Chairman John Barton Payne of the Red Cross that he was responsible for "one of the most remarkable instances of self-denial and generosity I ever encountered or heard of." Yamada, upon receiving his "annual allowance" of $1.50 from his parents, forwarded the entire sum to the American Red Cross to help relief work in the Santa Barbara earthquake disaster, saying he recalled "the great sympathy and kind assistance" from the United States after the similar Tokio catastrophe.

Paris Pedestrians Form Association

A Pedestrians' Protective Association, formed by the pedestrians of Paris, is organized to break down the "tyranny of 60,000 chauffeurs and taxi-drivers over 4,000,000 free citizens of Paris." The association has announced it will work to help and protect the pedestrian and to pass laws to bring guilty drivers to justice. Headquarters have been opened in the Boulevard Malesherbes. It is predicted that the organization will soon be international in scope with membership in all leading cities of the world.

Long distance telephones for the convenience of air mail pilots have been established at several of the emergency landing fields in the West. The telephones are for use in connection with the air mail between San Francisco and New York. If pilots are forced to land they are thus able to communicate immediately with their regular landing fields.

In proportion to weight, codfish contain ten times as much of the tissue from which the diabetes cure, insulin, is obtained as do mammals.

Amusement Cost Grows Rapidly

The people of the United States spent at least $2,000,000,000 in amusements this year. The Federal Treasury, according to officials, expects to collect $100,000,000 as taxes on amusements and recreational activities of the people of the country. Under the revenue laws of 1924 these taxes amounted to ten per cent. of the sums expended on those amusements to which government taxes are applicable. Baseball games are among the largest single contributors. These taxes yield the government $2,500,000 a year from the games of the two major leagues alone. The recent World Series netted the government $118,285.40 in admission taxes, and an additional amount remains to be received from the sale of tickets by brokers.

New York Theatres Seat 744,311

New York City now has 192 licensed theatres and 548 licensed motion picture houses, according to the annual report filed with Mayor Hylan by William F. Quigley, Commissioner of the Department of Licenses. The licensed theatres of the entire city's five boroughs have an aggregate seating capacity of 309,716 and the motion pictures houses have seats for 434,595 persons. The report is for the year 1924, and shows in detail the work of the department, which licenses and regulates nearly forty different kinds of business. The report also showed that there were 18,803 taxicabs and 36,536 taxi drivers. The department's revenue from licenses was $854,292.50, while the cost of conducting it was $222,577.86.

Asbestos, shredded stone, valuable as a non-inflammable and chemically resistant substance, is imported into the United States mainly from Canada and South Africa, and only 300 tons of it was produced domestically in 1924.

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EDUCATION IN ACTION

Students Ignorant of News Events

An information test conducted in the Knoxville, Tenn., High School by the Knoxville Sentinel, a daily newspaper, revealed a neglect of current news. Out of a questionnaire of twenty-five simple, everyday questions, the answers of which are immediately known to any consistent reader of the newspapers, not one perfect list of answers was received. Of the 1,407 students who turned in answers to the questionnaires, at least 97 per cent. read crime news and the more sensational stories. At least 50 per cent. of the students were unable to tell the location of the District of Columbia. The test showed that girls are prone to read the scandal stories. This was evidenced in replies received as to the identity of Mary Roberts Rinehart. Dozens of students, especially girls, confused the author with Mrs. Alice Rhinelander. The sophomore class rolled up an average of approximately 70 per cent., making the highest average of all the four one-year groups. The seniors averaged only about 50 per cent.

State Encourages Vocational Teaching

Vocational and educational guidance is promoted in New York by a state quota to towns employing qualified teachers. A special quota of two-thirds the salary of the first teacher and one-half the salary of each additional teacher of vocational and educational guidance is allowed, with a maximum of $1,000 on the salary of any one teacher. A pro rata apportionment is made for teachers who devote half their time to this work. State aid also to the amount of $1,000 is granted communities employing a full-time medical inspector, and eighteen cities and villages are able to qualify for this assistance in their health work.

Health of Teachers Guarded in Training

To assure strong and healthy teachers in the public schools of Connecticut, all applicants for admission to normal schools are required by the State Board of Education to take a physical examination, and normal schools are authorized to exclude from attendance those who do not measure up to the required standard. In addition, at the New Britain State Normal School, each student shortly after entering is given a thorough orthopedic and physical examination. This is primarily for corrective work, and the condition of students is constantly watched, special emphasis being placed upon posture. Minor defects are checked up at intervals until remedied.

Summer Students Make Best Grades

Figures which show that Summer session students at the College of the City of New York do better academic work than the students in the regular session were made public by President Sidney E. Mezes as part of a report to him on the last Summer session by its director, Dr. Daniel W. Redmond. The report includes a statistical table showing comparative standings of students who attended the Spring term of 1925 and those who attended the shorter Summer term of the same year. In the case of the highest mark, A, which represents numerically an average of between 90 and 100 per cent., the Summer session students have, in every case but two, higher percentages than Spring term students. Reasons for the better showing were the intensity of the Summer courses, absence of holidays and the serious-minded and attentive attitude of the students.

Alliance of Papers and Schools Asked

Alliance of American newspapers and schools of journalism through a national organization was suggested by Allen Sinclair Will, associate professor of journalism at Columbia University, in an address before the convention of the Association of American Schools and Departments of Journalism in New York City. Professor Will pointed out the need of a closer contact between newspapers and schools of journalism, and cited the need of an organization that should serve in the journalistic field as the American Medical Association and the American Bar Association now serve in their respective fields.

Raps Wisconsin for Rejecting Gifts

Disapproval of the action of the regents of the University of Wisconsin in deciding that no gifts shall be received by the institution from educational endowments was expressed in a report of a committee representing the university alumni association. The report, made public by Oscar Hallam, of St. Paul, former justice of the Minnesota Supreme Court, said that "we are opposed to a sweeping rejection in advance of any and all gifts from educational foundations." The Wisconsin regents last August adopted a resolution declaring that thereafter "no gifts should be received from any incorporated educational endowment or organizations of like character." The action followed a donation of $12,500 from the General Education Board, endowed by John D. Rockefeller, for medical research work.

Would Give Filipinos Longer Schooling

Schools are crowded to the utmost throughout the Philippine Islands except in some Mohammedan communities, and attendance is increasing even there. Three years is the average time spent in the public schools. In his annual message at the opening of the Philippine legislature Governor General Wood stated that special effort had been made for the improvement of the primary and intermediate schools, where ninety-five and one-half per cent. of the children receive their education. He recommended that four years be made the basic minimum of attendance, and that the minimum be raised to five years as soon as possible.

Finds Graduates Lack Training

Most of the students in the graduate schools lack adequate preparation, according to Frederick J. E. Woodbridge, Dean of the Graduate Faculties of Columbia University. In his annual report to Dr. Nicholas Murray Butler, president, Dean Woodbridge says that many students would not be in the university at all were it not for the fact that they find university study and degrees to their social or professional advantage. The report stated in part that the worship of academic degrees has unfortunately become a form of educational idolatry. The admission requirements to what is known as the "graduate school" in our universities produce a student body made up of college graduates whose scholarly equipment does not, as a rule, represent an adequate preparation for thoroughly advanced work and research. It represents commonly a mere desire for further study or a recently awakened interest in some subject.

Negro Fraternities Hold National Meetings

The end of the year saw several hundred negro college men and women in session in various parts of the United States, representing four negro Greek letter college fraternities and two sororities. Alpha Phi Alpha, the largest and oldest of the group, comprising more than fifty chapters, assembled in Detroit. Kappa Alpha Psi, next in age and size, with forty-two chapters, was in session in New York City; Omega Phi Psi, the first Greek letter fraternity to have its genesis in negro colleges, met at the Tuskegee Institute, and Phi Beta Sigma, the youngest of the group, convened at Washington. Delta Theta Sigma and Alpha Kappa Alpha sororities met respectively in Des Moines and Washington. Each of these organizations is working to promote scholarship and character building among students.

New Policy Adopted by Yale

Yale has adopted the policy of completing its freshman class list on the basis of entrance examinations in June, and has decided to discontinue September examinations for final candidates for admission beginning with the class entering in 1927. The university made this announcement through Professor Robert N. Corwin, chairman of the Board of Admissions, who said the fitness of applicants for Yale would be determined by their school records, confidential reports of their head masters and the entrance examinations taken immediately at the close of their school work.

Psychology Urged to Fit Man to Job

Alluring vistas wherein production is increased, happiness bestowed upon the human race and the scientist awarded his place among the "masters of the world" were depicted at a general session of the American Association for the Advancement of Science in Kansas City by Dr. J. McKeen Cattell, retiring president. With scientifically applied psychology tests, the speaker said, all persons could learn the forms of industry in which they could engage with greatest efficiency and consequent happiness. Production could be more than doubled as a result, he declared.

Students Study in Early Morning Hours

Students at the University of California are forsaking the midnight oil for the rosy dawn. A favorite time for preparing for lessons is from 4 a. m. to 7 a.m. A girl student, discovering the efficiency of studying just before approaching classes rather than at night after returning from social functions, started the new scheme.

Commercial Trend of Life Decried

Dr. Henry T. Moore, president of Skidmore College, speaking in Glens Falls, N. Y., decried what he termed the excessive commercial trend of life, pointing particularly to professional football. Dr. Moore, who until this year was head of the Department of Psychology at Dartmouth, said that the belief that the college is the panacea for all cultural ills of the present is a popular fallacy.

Hindu Students Laud Rockefeller

John D. Rockefeller was praised, both for his philanthropy in establishing scholarships for deserving foreign students and for the gift of the International House in New York City, by Professor Rakhit of New York and India, in an address before the delegates to the fourteenth annual convention of the Hindustan Association of America in Boston.

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Job in Danger, Given Diploma

James E. Doujan, a Harvard graduate who has done special research work at the Massachusetts Institute of Technology, Cornell, and New York University, recently wrote to the Cambridge, Mass., School Committee that because of a new law in New Jersey, he finds the position he has held for five years as assistant superintendent of the Newark public schools jeopardized due to his failure to secure a diploma at the Cambridge High and Latin School while preparing for college there. The school committee voted unanimously that Mr. Doujan be provided with the desired certificate.

Mendell Returns to Yale University

Professor Clarence W. Mendell has returned to Yale after a five-months' stay in Europe. He will become Dean of the Academic Department next Fall, succeeding Frederick S. Jones. Professor Mendell had been chairman of the Yale Athletic Board of Control for six years, until last June, when he was succeeded by Professor George H. Nettleton. It was announced that Professor Mendell will spend the remainder of the present school year in special study in anticipation of beginning his duties as dean next Fall.

New Course on Evolution of Flapper

"The Evolution of the Flapper" is the name of a course that has been organized for girls of the Stanley McCormick school at Burnsville, N. C. The title has been unanimously adopted by the girls who make up the first class, and is the name by which the course will always be known about the campus. Even the faculty agrees that a more fitting name could not have been chosen, for the course deals with the long series of historical developments which have combined to make the flapper what she is today.

Farmer to Be Shown How to Keep Books

The Kentucky farmer is to be taught to keep books. In Larue County, the birthplace of Abraham Lincoln, in the first farm management clubs in the state, the county farm and the State College of Agriculture will co-operate in putting farming on a business basis. The purpose of the clubs will be to encourage farmers to use complete business accounts of their agricultural activity and to use these accounts as a basis for organizing and reorganizing their operations for larger profits. Members of the clubs will start the new year with complete farm inventories and then keep careful accounts throughout the year of all expenses, receipts and other transactions. At the end of the year the books will be checked and the weak points in the year's business will be pointed out.

Mussolini Demands Fascism in Schools

Fascistization of the nation's school system was outlined by Premier Mussolini of Italy in an address before the First National Congress of the School Corporation in the Augusteo Amphitheatre in Rome. Mussolini stated that the government makes it imperative that the school shall be inspired by the ideals of Fascism; that the school shall not only be hostile to Fascism and to the affairs of Fascism, but that in all grades and by every institutional instruction the Italian youth shall be educated to comprehend Fascism and the noble aims which Fascism proposes to accomplish.

"Cash In" on Your Knowledge of Spanish

LA PRENSA—the only Spanish daily published in New York—with the co-operation of the AMERICAN ASSOCIATION OF TEACHERS OF SPANISH has organized a contest, second of the series, which is open to all teachers and students of the Spanish language and offers

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GRINS BETWEEN GRINDS

The Solution

Little Girl—"If I was a teacher, I'd make everybody behave."

Auntie—"How would you accomplish that?"

Little Girl—"Very easy. When girls was bad I'd tell them they didn't look pretty; and when little boys were bad I'd make them sit with the girls, and when big boys were bad I wouldn't let them sit with the girls."

—

Sunday school teacher (to a small boy—"Can you tell me something about the Israelites?"

Joel (aged four)—"I don't know anything about them. We have electric lights at home."

—

Or a Bridge

Teacher—"Now, Bennie, can you tell me what an island is?"

Little Bennie—"Yes, ma'am. An island is a place you can't leave without a boat."—Bulletin.

Bright Youth

The clergyman was examining the infants' class. Suddenly a bright idea flashed across his brain. He had found a poser.

"And now, my dear children," he said, rubbing his hands and beaming with wicked pleasure, "can any of you tell me how many blue beans make five?"

There was a long and deathly silence, broken finally by a piping voice from the back bench: "Please, sir, I could tell you if the beans weren't blue."

—

Illustration

A Scottish farmer, being elected to the school board, visited the village school and tested the intelligence of the class by the question:—

"Now, boys, can any of you tell me what naething is?"

After a moment's silence a small boy in a back seat rose.

"It's what ye gi'd me the other day for holding yer horse."—Everybody's Magazine.

Tragedy Recipe

Take one reckless, natural born fool.

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A fast, high-powered motor car.

Soak the fool well in the liquor, place in the car and let him go. After due time, remove from the wreckage, place in black, satin-lined box, and garnish with flowers.—Walton (Ga.) News.

—

How Frank

He—"You look like Helen Brown."

She—"Thank you. I look even worse in white."—Colgate Banter.

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The Ruin of Sport

[Boston Post, December 7, 1925.]

High school football circles are shocked by the calm admission of two star players of the Lynn English High School eleven that they placed and won a sizable bet on their opponents in the annual game against Lynn Classical High School. The boys could see no disloyalty in their action. Football meant money to them.

This is only what might be expected from the gross commercializing of high school football. Cities and towns demand a winning eleven. Business men claim a losing team "hurts" the town. A successful high school football coach will get more money for three months' work than the principal of the school gets in a year. It is nothing remarkable for $50,000 in bets to change hands at one of these big high school games. The boys who play the game know that something more than the honor of the rival cities is at stake in the contest—thousands of dollars in cold cash.

Who can blame them if they begin to ask: "Why shouldn't we get ours?"

This mixing of money with youthful sport is creating the most demoralizing atmosphere possible for boys and girls.

Imagine a nineteen-year-old girl, with all her nerves on edge for the final round in the women's golf championship, being approached by a total stranger and told: "Don't make any mistakes today, Miss Blank. I've put $1,000 on you to win." And every step of the way the young girl is terrified at the thought that she may be the means of losing a fortune in bets for foolish gamblers, strangers to her.

Unless something is done to curb this mad desire to turn schoolboy sports into contests for money, with big gate receipts, heavy betting and the making of "heroes" out of immature lads, the community will pay dearly.

Frank Judge

[Newspaper Report.]

From six months to thirty days in jail were sentences given five youths who pleaded guilty before Judge John C. Pollock in the Federal Court at Wichita, Kan., recently, says The Topeka Capital, for transporting stolen motor cars from one state to another.

When the case of one boy nineteen years old, student of the University of Chattanooga, and son of a Methodist minister of Memphis, was called, his attorney pleaded for a light sentence, pointing out that the boy came from a good family.

"I don't believe it. If so, he would not be here now. In my experience I have found that nine parents out of every ten take more interest in their horses, their bird dogs and their farms than they do in their children," replied the judge.

"But your honor, this boy is the son of a minister," almost shouted the attorney.

"The boy is to be pitied," declared Judge Pollock. "The average minister spends his time on his church and forgets his children. Was the minister a pal to his boy? Did he know who he was associating with and what he was doing nights? Now I suppose he is sorry.

"When boys are in trouble it is usually the fault of the parents. Boys can't grow up like Collie dogs. You can't send them to school and forget them. There are a lot of things the school doesn't teach. Parents who bring their children into the world must as-

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sume responsibilities. That doesn't mean to furnish clothing, food, housing and spending money. That means they must know where the children are at nights, who they are with and what they are doing. They must give them part of their time."

New Combination

The World Review of Chicago, Herbert Askworth, editor, has absorbed Our World Weekly of New York, and has added several prominent schoolmen to its advisory board. Mr. Askworth has had important editorial connections and the new combination should be of real service. Herbert S. Houston, who established Our World a few years ago, combined it with Our World Weekly a year ago. The World Review was recently started in Chicago as a weekly magazine so that the various mergers of the last few years have all been headed to the present combination.

Meetings to Be Held

FEBRUARY, 1926

8-13: Oklahoma Education Association, at Oklahoma City. C. M. Howell, secretary, 708 Continental Building, Oklahoma City.

12-13: Connecticut State Teachers' Association, at Hartford, New Haven, Bridgeport, and Norwich. Samuel P. Willard, Colchester.

21-25: N. E. A. Department of Superintendence, Washington, D. C.

MARCH.

18-20: North Carolina Teachers' Assembly, at Raleigh. Jule B. Warren, secretary, Box 887, Raleigh.

18-20: South Carolina Teachers' Association, at Columbia. J. P. Coates, 709 National L. & E. Building, Columbia.

APRIL

1-2-3: Alabama Education Association, at Birmingham. R. W. Cowart, secretary, Montgomery.

14-18: Georgia Educational Association at Macon. Kyle T. Alfriend, secretary, Forsyth.

17: Massachusetts Teachers' Association, at Boston. Stanley R. Oldham, secretary, 15 Ashburton Place, Boston.

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